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The general merit mentioned in connection with the first book is also true of this.

Business Arithmetic for Secondary Schools. By ERNEST L. THURSTON.
New York: Macmillan, 1913. Pp. 431. \$1.00.

The text is divided into 47 chapters and treats the topics ordinarily found in these texts, such as Fundamental Processes; Fractions, Aliquot Parts, and Billing, Denominate Numbers, Percentage and Its Applications, Interest and Banking, Dividends and Investments, Proportion, and Partnership. In addition to these customary topics the author also discusses such subjects as the Algebraic Equation, Involution, Evolution, the Thermometer, Composite Units, Graphs, Co-ordinates, the Lever, and Formulae.

Before criticizing this text it may be well to say a word or two about the content of a course in business arithmetic. Vocational mathematics in high schools seems to be branching into two distinct channels. First there is the arithmetic necessary for the boy or girl who intends to enter an office, and second, there is the technical mathematics necessary for the boy who intends to enter the shop. The aim of the two courses must be substantially different. The office man must be able to handle a mass of figures accurately and speedily. The mechanic must be able to manipulate formulae and to apply the mathematics of his special trade. The textbooks for these two courses should be radically different, and any book which tries to straddle both courses is doomed to failure.

Turning to the text we find the author has reduced the drill work to a minimum and introduced mathematics for the mechanic. In his pages on fractions we find such fractions as $\frac{1}{2}\frac{3}{8}$, $\frac{1}{5}\frac{4}{6}\frac{2}{3}$, $\frac{3}{8}\frac{5}{6}$, $\frac{1}{1}\frac{7}{4}\frac{5}{6}$, $\frac{2}{4}\frac{1}{1}$, and $\frac{5}{1}\frac{1}{1}$, and wonder why the author does not confine himself to fractions found in real business. In the preface the author informs us that, "Much thought has been given to problem work, and as one result considerable variety will be noticed in form of statement."

All of the criticisms, which we have made, relate to the author's plan and not to the treatment accorded each subject. He deserves credit for presenting the different topics in such a clear, concise style that the text should be valuable as a reference book for business men. It is in fact a reference, not a textbook.

The cover is too light for the book.

GEORGE A. BEERS

LAKE HIGH SCHOOL

Essentials of Physics. By GEORGE A. HILL. Boston: Ginn & Co.,
1912. Pp. viii+344, illustrated. Price, cloth, \$1.10.

This is a unique and practical text. The subject-matter is presented in a manner not often attempted. The author through his long experience as a physics teacher has arrived at the conclusion that the best way to present the subject to secondary-school pupils is by the question and answer method. Therefore, this text is filled from cover to cover with questions, hundreds of

them. First come answered questions, in which just enough of the theory is given for the pupil to grasp the idea under consideration, these being followed by questions for the pupil to answer, and problems for him to solve. The questions are arranged in a careful and logical sequence. Most of the illustrations are aptly chosen and well executed. The treatment of the subject is clear and to the point. There is nothing in the book to omit, the topics being well chosen.

The mechanical work is perfect, presswork excellent, and the kind of type and its arrangement well selected. It is a book that will appeal to progressive teachers.

CHARLES H. SMITH

HYDE PARK HIGH SCHOOL
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School Organization and the Individual Child. By WILLIAM H. HOLMES.
Worcester, Mass.: The Davis Press, 1912. Pp. 408.

In the words of the author, this book "undertakes the task of presenting in a somewhat detailed manner the various plans that have been evolved to make school organization fit the needs of the boys and girls, both normal and abnormal, that are enrolled as pupils in the public schools." To this purpose the author consistently adheres by giving few opinions or final conclusions of his own. Part I deals principally with problems of classifications. After a short historical account of class instruction and a discussion of the advantages and disadvantages of yearly promotions, the following plans are described: the "St. Louis Plan," the "Elizabeth Plan," the "Santa Barbara Concentric Plan," the "Cambridge Plan," the "Le Mars Plan," the "Portland Plan," the "Group System," the "North Denver Plan," the "Charlottenberg Plan," and the "Mannheim Plan." The advantages and disadvantages of each are enumerated. A general discussion of the relative advantages of class and individual instruction is followed by an account of the plans used at Pueblo, Newton, and Batavia and by suggestions as to how to give individual instruction and the need and means of training normal students for such teaching. Ungraded classes, gifted pupils, departmental teaching, manu-mental schools, classes for stammerers, and finally the Montessori methods are described.

Part II treats chiefly of schools and classes for defective children and an account of such schools in many countries and cities is given. In this connection the Binet tests are described; also the after care of defective children.

In the appendix are to be found details as to regulations and programs of special schools in various cities, tests, record sheets, and finally a bibliography. The book contains an index but no table of contents. Anyone desiring to post himself as to what has been and is being done for special types of children without going over a large amount of scattered literature will find the book very useful.

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